

# Pupil Premium Strategy

2018-19

MELIOR COMMUNITY ACADEMY

## The context of the Academy

Melior Community Academy draws directly from the local community with the majority of pupils living within walking distance. The vast majority of its intake comes from its four main feeder primary schools. As the performance of the school continues to improve, the student population is growing. There are 54 more students in the current Year 7 than left Year 11 in 2018. This is expected to improve further in 2019 in light of the fantastic progress made by the Academy.

The 2017 and 2018 outcomes were transformational compared to historic outcomes at the Academy. Headlines for Progress 8 are above national\* with basics at 62% and 39% compared to national of 66% and 45%. Leaders are ambitious and have demonstrable capacity to continue to improve standards. The school is part of Delta Academies Trust. There are 667 pupils on roll. 50.7% of pupils are eligible for disadvantaged funding, 21.3% have SEND. There have been a number of recent changes implemented in leadership, curriculum, behaviour, T&L and English that are having a positive impact and are well supported by the trust (Delta). The schools has moved from 48 out of 55 to 5 out of 55 compared to similar schools nationally.

In December 2016, the academy received an OFSTED Section 5 Inspection and was graded as 'requires improvement' in all categories. The current Principal continues in her role and was appointed to Delta Associate Executive Principal in January 2018. Our primary focus has been on improving behaviour, developing leadership and securing success through improved quality first wave 1 teaching. A new SENDCo, Intervention coordinator and Heads of Communications and Technology, and EBACC have also strengthened leadership, alongside an appointment of an Associate Vice Principal and a further Assistant Principal who starts in January. The current profile of teaching is much improved following key appointments in Maths, English, Science and Humanities. A number of the less effective teaching and leadership staff have now left the Academy.

There has also been a change of leadership in the trust at CEO level and this has resulted in a positive change of culture across the organisation. The trust is now known as Delta Academies Trust. The trust provides effective challenge and support to the Academy. This is co-ordinated by the Director of Education working directly with the academy on improvement priorities on a regular basis. The Academy is supported by a number of subject directors in key areas.

The academy is a smaller than average school. The majority of pupils live in areas containing significant pockets of deprivation characterised by high unemployment, an inadequate employment base, low average income levels, rundown housing estates, poor health and a degraded urban environment. The proportion of pupils eligible for free school meals is above the national average at 26%. Pupils within the academy are mainly White British with the numbers of pupils who speak English as an additional language is below the national average but increasing at 6.3%.

A small number of pupils (currently 6) requiring behavioural and emotional support attend local offsite provision.

Under the leadership of both the SLT and MLT, the Academy has shown that we have the capacity to bring about significant and sustained positive change.

The prior attainment profile of the academy is shown in the table below.

	Prior Attainment Data				
	Average Points Score on Entry				
School	School	National	Difference	PP students	Difference
Year 11 (17/18)	26.23	28.3	-2.07	26.04	-2.26
Year 11	24.99	28.7	-3.71	24.24	-4.46
Year 10	26.81	29	-2.19	26.44	-2.56
Year 9 Reading	98.92	102.6	-4.4	100	-2.6
Year 9 Maths	100.41	103	-2.59	101	-2
Year 8 Reading	99.87	104	-4.13	101	-3
Year 8 Maths	101.13	104	-2.87	102	-2
Year 7 Reading	102.23	105	-2.77	Due Dec 18	TBC
Year 7 Maths	102.68	104	-1.32	Due Dec 18	TBC

# Pupil premium strategy statement 2018-19

1. Summary information					
School	Melior Community Academy				
Academic Year	18/19	Total PP budget	267,410	Date of most recent PP Review	27/6/17
Total number of pupils	667	Number of pupils eligible for PP	286	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
	Pupils eligible for PP	All Pupils
% achieving a pass in English / Maths (grade 4)	63.6%	62.1%
Progress 8 score average	+0.4	+0.4
Attainment 8 score average	41.9	43.7

## 3. Barriers to future attainment (for pupils eligible for PP)

### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Literacy skills entering Y7 are lower on average for pupils eligible for PP than other groups, which prevents them from making good progress in Year 7.
B.	Pupils who are eligible for PP in current tracking on average are making less progress than other groups in English and Mathematics at KS4. This reduces future life choices.
C.	Pupils who are eligible for PP in current tracking on average are making less progress than other groups in basket 3 qualifications
D.	Low aspiration, resilience and a thirst for learning is having a detrimental effect on their academic progress.

### External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Attendance rates for pupils eligible for PP are lower than other groups, this reduces teacher/pupil contact time and causes them to fall behind.
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4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>	Success criteria
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A.	High levels of progress in literacy for year 7 and year 8 pupils eligible for PP.	Pupils eligible for PP in Y7 make more progress by the end of the year than 'other' pupils. Evidence through ART and Vernon testing, in school English assessment data (six times per school year) Accelerated reader outcomes
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<b>B.</b>	To continue improved rates of progress at KS4 English and Mathematics for pupils eligible for PP.	Pupils eligible for PP make as much progress as 'other' pupils in English and mathematics at Key Stage 4. Evidence through regular RAG fed by DELTA assessments and external GCSE results
<b>C.</b>	Improved rates of progress at KS4 Basket 3 Qualifications	Pupils eligible for PP make as much progress as 'other' pupils in Basket 3 subjects at Key Stage 4. Evidence through regular RAG fed by DELTA assessments and external GCSE results
<b>D.</b>	Aspiration, resilience and thirst for learning are developed for individuals eligible for PP who are displaying concerning behaviours. Vulnerable pupils are supported academically, emotionally and socially.	Pupils identified through survey, behaviour data and the inclusion team as causing concern or vulnerable are able to engage more positively in learning and require less interventions either via mentoring or behaviour management. Evidence RAG, behaviour data.
<b>E.</b>	Increase in the attendance of pupils eligible for PP	Attendance figures show that the gap between PP pupils attendance is closing and in line with 'other'. Evidence through half termly attendance data.

## 5. Planned expenditure

<b>Academic year</b>	<b>2018-19</b>
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A – High levels of progress in literacy for Year 7 and 8 eligible for PP	<p>Year 7</p> <ul style="list-style-type: none"> <li>-Tracking and monitoring at each data capture</li> <li>-Live marking – correction of spelling</li> <li>-Connect marking for spelling</li> <li>-Form time reading</li> <li>-Look, cover,write, check</li> <li>-Fresh Start</li> <li>-Accelerated reader</li> <li>-Reading starters</li> <li>-Selecting PP students to read smaller sections of a text to build confidence in reading.</li> <li>-SMERT to introduce topic related vocabulary</li> <li>-Introduction of Reading Rediscovered</li> </ul> <p>Year 8</p>	<p>Differentiated material</p> <p>Fresh Start success from last academic year.</p> <p>Demonstrate and connect activities linked to assessment will show improvement leading to all students making progress</p>	<p>Regular monitoring of progress and attainment through data tracking</p> <p>Teaching of specific knowledge/skills through effective robust schemes of work developed across DELTA Academies (KS3 currently being further developed)</p>	<p>All teachers of KS3 are responsible for tracking student progress.</p> <p>Overall checks on progress LL and DLL</p>	Termly through data discussions with SLT

	<ul style="list-style-type: none"> <li>-Tracking and monitoring at each data capture</li> <li>-Live marking – correction of spelling</li> <li>-Connect marking for spelling</li> <li>-Form time reading</li> <li>-Look, cover,write, check</li> <li>-Fresh Start activities included in lower ability set – high proportion of PP</li> <li>-Accelerated reader</li> <li>-Reading starters</li> <li>-Selecting PP students to read smaller sections of a text to build confidence in reading.</li> <li>-SMERT to introduce topic related vocabulary</li> <li>-Introduction of Reading Rediscovered</li> </ul>				
B – Continued improved rates of progress at KS4 in English and Mathematics for pupils eligible for PP	Increased differentiation, diagnostic feedback and personalised revision. Use of demonstrate and connect marking	Differentiated materials and demonstrate marking improve the quality of individualised activities to close gaps, EEF teaching and learning toolkit sites feedback as having high impact +8 months	<p>Regular monitoring of progress and attainment through data tracking</p> <p>Teaching of specific knowledge/skills through effective robust schemes of work developed across DELTA Academies</p> <p>Director support regarding T&amp;L and resources plus cross school links</p>	Directors M&E LL M&E	

C-Improved rates of progress at KS4 Basket 3 Qualifications	Increased differentiation, diagnostic feedback and personalised revision. Use of demonstrate and connect marking.  Increased robustness of tracking and quality assurance	Differentiated materials and demonstrate marking improve the quality of individualised activities to close gaps, EEF teaching and learning toolkit sites feedback as having high impact +8 months	Regular monitoring of progress and attainment through data tracking  Teaching of specific knowledge/skills through effective robust schemes of work developed across DELTA Academies  Director support regarding T&L and resources plus cross school links  Associate member of SLT responsibility	Directors M&E LL M&E Associate SLT	
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**Current allocated spend**    £44482

## ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A – High levels of progress in literacy for Year 7 and 8 eligible for PP	Personalised and small group provision following diagnostic testing (CATS, ART, VERNON, Dyslexia screening) to include literacy program that is appropriate.  Develop links with primary schools following last year's successful pilot to increase intervention for pupils in Y6 who are coming to Melior in September.  Pupils to receive x3 reading books via the post to encourage a love of reading. These will be age appropriate.	Diagnostic testing ensures that pupil's needs are identified and appropriate interventions are put in place to ensure progress. The programs used are shown to be effective and are used in other Academies within the chain. EEF Teaching and Learning toolkit sites that 121 tuition has a moderate impact +5 months. Regular feedback is included in these interventions which the EEF rate as +8 months. EEF Collaborative learning +5 months, moderate impact for very low cost. Small group tuition +4 months  Pupils have the enjoyment of receiving post and sharing the resources at home	Regular monitoring of progress through data tracking  CPD for staff delivering Fresh Start Phonics, Attack, Sounds Training etc  Liaison with Primary Schools as appropriate  All PP students will receive these books and what they receive will be recorded by the PP champion	AP Intervention and SENCO  PP Champion	Feb & July 2019

	<p>Robust reading and spelling testing, data shared across the academy and used in planning (class profiles)</p> <p>Implementation of New Reading Strategy to Ks3 students within English. Reading Reconsidered'</p>	<p>To enable all teachers to differentiate appropriately so that all pupils can access reading material. Data has shown a significant number of pupils eligible for PP have a reading age lower than their chronological age.</p> <p>To improve the Chronological Reading ages of students.</p>	QA process	AP data & interventions LL	Class profile checking LL Drop ins
B – Continued Improved rates of progress at KS4 in English and Mathematics for pupils eligible for PP	<p>Deliver targeted interventions and revision to small groups delivered by 121 tutors, directors, TA's, subject teachers.</p> <p>Extend the school day into P6 for identified pupils to receive targeted support via experienced members of school staff. Provide opportunity in holidays for bespoke sessions of intervention on key skills and exam technique – Year 11 only</p> <p>Provide specific interventions through weekend intensive revision sessions and the use of 'other' venues to ensure effective and intensive interventions</p> <p>Provide specific revision guides appropriate to the mathematics and English examinations.</p> <p>Provide passwords to Hegarty Maths and GCSE POD and a space afterschool to access the internet</p>	<p>EEF shows that 121 teaching has a moderate impact of +5 months. It also enables thorough and effective feedback which EEF rates as a high impact strategy +8 months</p> <p>Enables pupils to consolidate learning and further access teaching and support. Ensures that learning takes place within the holiday period with otherwise not happen. EEF Collaborative learning +5, moderate impact for very low cost. EEF Extending school time +2 months.</p> <p>Ensures bespoke and intensive interventions for identified pupils</p> <p>Pupils use revision guides within lesson to aid pupils in revision skills. They complete work on Hegarty Maths.</p> <p>Pupils are given individualised feedback on Hegarty Maths from class teacher which EEF rates as a high impact</p>	<p>Regular monitoring through RAG and other data tracking relating to PRP</p> <p>Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses</p> <p>Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses</p> <p>Letters home to parents and register of attendance</p> <p>Improvements in assessments</p>	<p>LL M&amp;E</p> <p>LL M&amp;E</p> <p>LL M&amp;E</p>	<p>RAG meetings as per the school calendar</p> <p>Begin Feb 2019, review at RAG</p> <p>Regular RAG</p>



		<p>strategy +8 months. Homework EEF +5 months.</p> <p>Pupils use exam specific resources on GCSE POD. Digital technology, +4 months moderate impact for moderate cost.</p>			
C-Improved rates of progress at KS4 Basket 3 Qualifications	<p>Deliver targeted interventions and revision to small groups delivered by 121 tutors, directors, TA's, subject teachers.</p> <p>Extend the school day into P6 for identified pupils to receive targeted support via experienced members of school staff. Provide opportunity in holidays for bespoke sessions of intervention on key skills and exam technique – Year 10/11</p> <p>Provide specific interventions through weekend intensive revision sessions and the use of 'other' venues to ensure effective and intensive interventions</p> <p>Provide specific revision guides appropriate to the courses</p> <p>GCSE POD and a space afterschool to access the internet used where appropriate</p>	<p>EEF shows that 121 teaching has a moderate impact of +5 months. It also enables thorough and effective feedback which EEF rates as a high impact strategy +8 months</p> <p>Enables pupils to consolidate learning and further access teaching and support. Ensures that learning takes place within the holiday period with otherwise not happen. EEF Collaborative learning +5, moderate impact for very low cost. EEF Extending school time +2 months.</p> <p>Ensures bespoke and intensive interventions for identified pupils. EEF Collaborative learning +5, moderate impact for very low cost</p> <p>Pupils use revision guides within lesson to aid pupils in revision skills.</p> <p>Pupils use exam specific resources on GCSE POD. Digital technology, +4 months moderate impact for moderate cost.</p>	<p>Regular monitoring through RAG and other data tracking relating to PRP</p> <p>Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses</p> <p>Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses</p> <p>Letters home to parents and register of attendance</p> <p>Improvements in assessments</p>	<p>LL M&amp;E</p> <p>LL M&amp;E</p> <p>LL M&amp;E</p>	<p>RAG meetings as per the school calendar</p> <p>Begin Feb 2019, review at RAG</p> <p>Regular RAG</p>
<b>Current allocated spend</b>					<b>£49226</b>
<b>iii. Other approaches</b>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>D - Aspiration, resilience and thirst for learning are developed for individuals eligible for PP who are displaying concerning behaviours.</p> <p>Vulnerable pupils are supported academically, emotionally and socially.</p>	<p>Learning Manager support identified vulnerable pupils on a daily basis.</p> <p>Pupils make use of the PLC to ensure that their needs are met in terms of mental health and otherwise. This is individualised and can be short or long term, part time or full time.</p> <p>Pupils make use of the PLC to be supported on an individualised curriculum.</p> <p>Pupils are supported emotionally through the Mental Health Champion</p> <p>Vulnerable students are supported where appropriate via the hardship fund so that they fit into school and have the appropriate uniform/equipment etc to be comfortable and learn in school.</p> <p>PP pupils are provided with a free breakfast to ensure that they are warm and fuelled for the day so good learning can take place</p> <p>PP pupils are supported where appropriate so they have the same opportunities as their peers so they can experience the same activities</p>	<p>The EEF Toolkit suggests that targeted interventions matched to the needs of pupils with particular needs or behavioural needs can be effective especially for older pupils.</p> <p>Behaviour interventions +3 months, moderate impact for moderate cost. Metacognition and self-regulation +7 months. Social and Emotional learning +4 months.</p>	<p>Phase Leaders engage with parents prior to the start of an intervention.</p> <p>Behaviours are monitored for themselves but also as an impact on the RAG – discussed as per school calendar</p> <p>Phase Leaders and PLC Lead engage with parents before and during placements.</p>	<p>AP Inclusion</p>	<p>Feb 19, July 19</p>

<p>E - Increase in the attendance of pupils eligible for PP</p>	<p>Attendance team prioritise and monitor PP pupils to enable rapid follow up of unauthorised absence. Immediate phone calls and home visits made to ensure safeguarding needs are met and pupils are in school.</p> <p>The EWO will employ a variety of preventative strategies to work with families and ensure that they are aware and pupils attend school regularly.</p> <p>Attendance Reward Scheme on a 6 week programme to aid students to improve their attendance through means of motivation of a reward. 2 x group of 6.</p>	<p>A high level of attendance is key to ensuring good attainment and progress and improving the life chances of these pupils</p> <p>Students issued with two targets of which if an improvement in their attendance percentage has improved a reward will be given.</p>	<p>Tracking of pupils' attendance on a daily basis EWO. Regular meetings attendance/inclusion identify and discuss pupils at risk of PA and those already PA</p> <p>Tracking of group attendance data on a half termly basis</p> <p>Targeted interventions are in place to improve attendance and to re-engage pupils to ensure progress across the curriculum. These include referrals to external agencies where appropriate.</p> <p>Monitored weekly by the PP Champion and the EWO. Afternoon reward at the end of term for successful students.</p>	<p>AP Inclusion EWO, PP Champion</p>	<p>Half termly data track</p>
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**Current allocated spend    £107208**

**6. Review of expenditure**

**Previous Academic Year**

**i. Quality of teaching for all**

<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

